LOMED Lesson Plan #1

**Congregation:**

Bnai Jeshurun Hebrew School

**Teacher:**

Elayna Koevary

**Age:**

Third Grade

**Content Area:**

Genesis- Bibilical characters and their stories 🡪 and the lessons/values they teach us

THIS LESSON – The binding of Isaac

**Priority Goal:**

Learners will be on a journey of applying Torah to daily life.

**Tool:**

Collage

|  |  |  |
| --- | --- | --- |
| **NOTICING TARGETS** | | |
| **Know:** | **Recognizes dilemma faced by biblical characters in daily life.**  **(Reinterpreted as – knowing the certain Bible story and recognizing the sequence of events in the story)** | |
| *Prompt:* | Read cards and sequence them in order to retell the events of the story. |
| **Do:** | **Acknowledges challenges that require decision-making in own life** | |
| *Prompt:* | Write: Can you think of a time in your own life when you either felt forced or pressured to do something you felt was wrong? Discuss. |
| **Believe/ Value:** | **Describes personal dilemma similar to those in the Bible and Jewish history** | |
| *Prompt:* | Discuss: Do you think anyone in this story was also forced or pressured to do something they may have felt was wrong? |
| **Belong:** | **Shares stories about personal experiences with difficult decisions** | |
| *Prompt:* | Turn-and-talk: Share stories of a time in your life when you felt this |

**This took two lessons.**

**Lesson 1:**

**Objectives**

**Students will-**

* Write about when they have had issues with doing something they felt was wrong
* Share their stories
* Read the story of the binding of Isaac

10 minutes:

Prompt on the board to respond to in writing: Can you think of a time in your own life when you either felt forced or pressured to do something you felt was wrong?

5 minutes:

Turn and Talk: share these stories with your neighbor

5 minutes:

Share these stories now as a whole class. Share a story someone *else* shared *with* you.

15 minutes:

Read the story aloud as a class, taking turns reading. Elicit initial reactions to the story.

**Lesson 2**

**Objectives**

**Students will-**

* Review the story of the *Binding of Isaac* by retelling and sequencing the events
* Re-read their notes on a time in their life when they felt pressure to do something they thought was wrong
* Discuss as a group how they see this dilemma play out in the story
* Make a torn paper collage to visually represent the story. Give it a title
* Write down what’s happening in the collage and how this dilemma relates to your life.

10 minutes:

Working in groups -read through a bunch of cards with parts of the story written on them. Put these cards in order so that they tell the whole story in order.

10 minutes:

Reread writing from before. Discuss how you can see someone in the story feeling pressured to do something they may have thought was wrong or they were uncomfortable with.

30 minutes:

Make torn paper collage

10 minutes:

Fill out form and answer prompts:

“In my life I…”

“This reminds me of the story because…”

**Reflection on lesson**

I realize that this lesson was not as successful as I had intended it to be for several reasons.

Firstly, I think the story was very difficult and I think I may have aimed too high or too abstractly for a “lesson” in the story. Trying to connect a third grader’s feelings of having to do something they thought was wrong to Abraham’s feelings having to sacrifice Isaac, might have not been the right way to go about this. Usually the stories are a lot easier to work with -this story is tough!

Secondly, I think I planned this lesson while under a certain perhaps incorrect impression about the expectations from LOMED.

For example, I’m still a bit confused about this:

What’s the difference between “**Acknowledges challenges that require decision-making in own life**” and “**Shares stories about personal experiences with difficult decisions**”. Akcowledging and sharing in this case were pretty much the same step. I decided to make Acklnowledge be more about KNOWLEDGE and actually KNOWING the story. And then SHARING be more of an in depth story. But I guess you have to KNOW the story before you go deeper into it.

I’m a bit unclear about how to plan a lesson according to the KBBD protocol. Maybe the language is just confusing, I don’t know. But I guess that the basic idea is to know the story, identify with it somehow, connect it to their lives and then demonstrate all this in a way that’s valuable to us. That I can do. But putting a lesson that does this into the LOMED framework has been difficult.

I think my students demonstrated they knew the story by sequencing the cards and by essential retelling the story through the torn paper collage. They thought about times in their lives when they didn’t want to do something because they knew it was wrong and shared it in writing and through discussion with peers and as a class. Connecting these two ideas proved to be difficult. The students that “got it” the best, compared Abraham not wanted to kill Isaac to them being dared to do something bad. Others compared the “grill” on their BBQ to the “grill” on Abraham’s alter. Needless to say I don’t think I gave enough guidance to help them make a more meaningful connection. I also don’t think I choose a good “lesson” to connect to.

I hope to better understand the LOMED protocol and plan a better lesson for next time.